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*Practical German Lessons, For Beginners in High Schools and Colleges.* By PAUL H. GRUMMANN. Chicago and Lincoln, The University Publishing Company, 1916. 351 pp.

In our present embarrassment of riches a new German grammar must present more than ordinary claims for distinction if it is to escape the fate of mediocrity. The present work can certainly claim something on the score of originality. The author owes allegiance neither to the "direct" method nor any of its varieties, but bases his work on what he calls the "cumulative" method. Each successive lesson forms, as it were, a grammar *in petto*. Each begins with a brief section on pronunciation and a German reading lesson. To these succeed a paradigm of declension or conjugation, a rule or two of grammar, a rule of gender, and a vocabulary, followed by German-into-English drill apparatus. The main object in view being constant review, the author does not hesitate to repeat constantly. Thus the pronunciation of *sp*, *st* is given in four lessons, the complete paradigms of *Baum* and *Magd* occur twice, *Prinz* is declined in full twice in the same lesson, while Mixed Nouns are set forth three times (153, 175, 201), not without inconsistency of treatment.

The book's second claim to originality is the introduction to German forms through the English forms. Before the student takes up the present of the German strong verb, or the personal pronoun, or the reflexive, he finds before him the corresponding English form, thus making his way to the unknown through the known. Nowadays so few students come prepared in English grammar that these little reviews, which are carried through systematically, will undoubtedly be of real pedagogical assistance.

The "cumulative" method depends of course on careful grading for its success, and in the main Grumann's book answers this demand. The pupil is constantly called upon to review that which goes before. The statement of the facts is concise, tho not always clear. The author occasionally errs on the side of brevity and much-needed explanations are omitted, as in the discussion of the Accent of Modals (270-271) and of Indirect Discourse (245), where one looks in vain for anything on the sequence of tenses. The vocabulary has been carefully graded, the 750 English words being very well selected. The English-into-German is, however,

quite mechanical. No attempt is made to arrange the exercises into connected sentences of narrative or descriptive character, a device so useful for vitalizing the work of younger or even of older pupils. In places, indeed, both German and English sentences have a woodenness that yields nothing to Cook's Otto.

More than 60 per cent. of the book is given to grammatical analysis, a group of drill questions in each lesson being the only concession to the direct method. Such a work is of course better adapted for older than younger pupils. In addition, as will be shown below, the author makes constant use of such mnemonic devices as analogy, which call for considerable maturity on the part of the learner. For this class of students, it is certainly a fair question as to whether such a scattered form of presentation as the author's method prescribes is well suited. At least, it would certainly have been useful if a part of the abundant space in the grammar had been set aside for an appendix, to contain a resumé of the more usual forms.

Turning from arrangement and method to execution, there is here and there need of careful revision. Thus, as regards the pronunciation, "rounding" is distinctly a better term than "protrusion" in describing the genesis of *o*, *u*, etc. (7, 18). Final *e* is not simply unstressed (48), it is *murmured* (Sievers, *Grundzüge der Phonetik*, p. 103). *K* does not fairly represent final *g* in German usage (119), Hempl to the contrary notwithstanding ("nur in Schlesien und im Süden"—Vietor, *Aussprache d. Schriftdeutschen* 16). The statement regarding the pronunciation of *sp*, *sk*, *st* (200) is valueless, as it is impossible for the pupil to tell from the rule and examples just when *s* represents the *sh* sound. Nothing is said about the use of the digraph before *t* (*lässt*) (Cf. introduction to Duden's *WB.*). On page 227 it should be noted that also the pronunciation of *g*, *ge* there given occurs only in words of French origin. The pronunciation of the nasalized vowels in *Garçon*, *Karton*, *Cousin* (233, 254) is not correctly indicated.

The tendency to abbreviate leads not seldom to obscurities, as in the statement (37) that "feminine nouns have a tendency to lose their endings" or that plurals denoting "kinds or grades of things end in *e*" (130). The author seems uncertain whether to describe the English case as "accusative" or "objective" (9, 20, 39). It is not good usage to say that an Umlaut is "added" (108), or that

*wissen* is a "new verb" (101) (later it is correctly listed among the past-presents—114), nor to describe the *e-i* interchange ("breaking") as Umlaut (41). The *t* in *meinetwegen* does not go back to *r*, but to *n* (Cf. Curme 186); the plural *Dinger* does not necessarily express either "pity or contempt" (131); *gesund* does not "always" compare with Umlaut (133) (Duden prefers the form without Umlaut); *komme* is not a proper example of an old verb with *e* in imperative, *komm* is the more usual form; *Staat* never had a final *e* in German (153); we do not say in English to give a man a "mitten" but "the mitten" (225); the *el* in *Rätsel* is neither a contraction of *lein* nor of *Teil*, and it is not unqualifiedly true that nouns derived from verbs without ending are masculine (139), witness *Band*, *Gift*, *Schloss*. Throughout the book the author shows a tendency to state as facts what are really only the flimsiest hypotheses. So, for instance, he declares that the verb *to be* is the most irregular verb "because it is used most" (30), that the new preterite of verbs like *spalten* "originated among the common people (servants)" (170), that the final position of the infinitive and participle is "for emphasis" (188) (Cf. Diekhoff, *German Language* 248), and that the subjunctive is more irregular and longer than the indicative "because it is used less (222)," etc.

Grumann recognizes the difficulty of gender and devotes a part of each lesson to it, constantly seeking to simplify the question by comparison and analogy. Since Grimm's poetical conception of the origin of gender died a slow death, analogy has been made to carry a burden, but it is doubtful if this theory was ever worked so hard as in the present book. It is hard to see what pedagogical object could be gained by marshaling analogies in such fanciful fashion as here. How does it help the learner to be told that *Rock*, *Mantel*, *Hose*, *Weste* have their gender by analogy (145), that *Stück* is an analog of *Brot* (155) and *Apfel* of *Ball* (102)? When he hears that *Wange*, *Braue*, *Wimper* are feminine by analogy (185), will he not be apt to go wrong with *Kiefer*, *Gaumen*, *Rachen*? *Wort* as "taken from" *verbum* is probably only a slip (53), but what shall one say of the statement that "rivers that the Germans have known for a long time are feminine, the newer ones masculine . . . the Rhine and its tributaries are new rivers to them"! (160). Will not the pupil be confused when he notes the location on the map of the masculines *Lech*, *Pregel*, *Regen*, *Elbing* and the

Rhine's feminine tributaries *Mosel*, *Maas* (cited by G.), *Ill*, *Ruhr*? The learner may be willing to believe that *Weib* is neuter to agree with *Kind*, "because women of the lower class took care of the children" (27), or that *Socke* is feminine because "worn by effeminate men," but will it not conflict with what he may have learned of *Kulturgeschichte* when he is told that German names of grains are masculine "probably because men raised them" (127), while flowers, fruits and vegetables are generally feminine "because women primarily cultivated them" (84)! It may be added that the author forms plurals by analogy as easily as genders. Thus *Haar* gets its plural from *Kopf*, *Bein* from *Arm* (59), etc. To supplement the rules for grammatical gender, the use of analogy is to be recommended for teaching purposes. To carry it as far as in the present work, however, is certainly not good philology and is very doubtful pedagogics.

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*Commentary to the Germanic Laws and Medieval Documents.*

By LEO WIENER, Professor of Slavic Languages and Literature at Harvard University. Cambridge, Harvard University Press, 1915.

This book offers unusual treatment of unusual material. Perplexed by incongruities between documentary forms and explanations of dictionaries and philologists, Professor Wiener set himself the task of analyzing and excerpting "all accessible documents to the number of 250,000 or more from the earliest times of the Roman Empire to the year 1300." In the light of facts thus discovered the "Germanic laws and everything that had been written on the subject" were then studied, and the results of these labors are sufficiently upsetting to merit more than a passing notice.

Older students will be reminded of a volume of studies, like this also dedicated to a President of Harvard University: the essays by Messrs. Adams, Lodge, Young, and Laughlin, published in 1876 under the title, *Anglo-Saxon Law*. The book was the first fruit in this country of European research which had produced only three years before the *Constitutional History of England*. Stubbs's words at the beginning are still fresh: "to deeper study the won-